

**THE EFFECT OF USING “NUMBERED HEADS” TECHNIQUE ON STUDENTS’
SPEAKING SKILL VIEWED FROM STUDENTS’ ANXIETY**



**Submitted to the Department of Language Studies,
Graduate School of Muhammadiyah University of Surakarta
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the Degree of Master of Education**

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APPROVAL

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PUBLICATION MANUSCRIPT

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APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

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Has been examined by the board of examiners on June 6th 2017. All feedbacks, corrections, and suggestions recommended by the examiners have been considered and revisions have been accordingly made by the student.

Board of examiners certify that the thesis is eligible for submission.

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ABSTRACT

The research objectives are (1) to find out whether students taught by using Numbered Heads Technique get better score on speaking skill of 8 grade students, (2) to find out whether Numbered Heads Technique reduces students’ anxiety of 8 grade students. (3) to find out whether there is any correlation between speaking skill and students’ anxiety in English speaking. This study is quasi-experimental research. The populations were 66 students and the samples were 46 students, they were 8B and 8C. The collecting data techniques were test and questionnaire. The data were analyzed by using significant analysis (T-Test) and Correlation Analysis (Pearson Correlation). The results of the research are (1) there is any significant difference between score post-test of 8B and 8C where sig. (2-tailed) $(0.030) < 0.05$, $t_{\text{account}} (2.249) > t_{\text{table}} (2.02)$ with degree of freedom (df) 41. (2) Numbered Heads Technique can reduce students anxiety in speaking skill where $t_{\text{account}} (1.611) > t_{\text{table}} (0.90) (1.397)$ with df 8 for low anxiety, $t_{\text{account}} (1.023) > t_{\text{table}} (0.80) (0.941)$ with df 4 for high anxiety. (3) There was significant and strong relationship between anxiety and speaking skill which was indicated by $r_{y1y2} = 0.609$ and sig. (2-tailed) $(0.004) < 0.05$.

Keywords: *Numbered Heads Technique, Speaking, Anxiety*

ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui apakah nilai siswa kelas 8 yang belajar berbicara dengan *Numbered Heads Technique* lebih tinggi daripada dengan *Direct Method*. (2) untuk mengetahui apakah dengan menggunakan *Numbered Heads Technique* bisa mengurangi tingkat kecemasan pada siswa. (3) untuk mengetahui apakah ada hubungan antara kecemasan dengan kemampuan berbicara. Penelitian ini berjenis kuasi-eksperimen. Populasi berjumlah 66 siswa dengan sampel 46 siswa yaitu kelas 8B dan 8C. Teknik pengumpulan data dengan menggunakan tes dan kuesioner. Data akan dianalisis dengan menggunakan uji beda (*t-test*) dan uji hubungan (*Pearson Correlation*). Hasil dari penelitian ini adalah (1) terdapat perbedaan nilai yang signifikan antara 8B dan 8C dimana sig. (2-tailed) $(0.030) < 0.05$, $t_{\text{hitung}} (2.249) > t_{\text{tabel}} (2.02)$ dengan derajat kebebasan (dk) 41. (2) *Numbered Heads Technique* dapat mengurangi tingkat kecemasan siswa dalam kemampuan berbicara bahasa inggris dimana $t_{\text{hitung}} (1.611) > t_{\text{tabel}} (0.90) (1.397)$ dengan dk 8 untuk kecemasan yang rendah, $t_{\text{account}} (1.023) > t_{\text{table}} (0.80) (0.941)$ dengan dk 4 untuk kecemasan yang tinggi. (3) terdapat hubungan yang signifikan dan kuat antara kecemasan berbicara dengan kemampuan berbicara dalam bahasa inggris dimana $r_{y1y2} = 0.609$ dan *p-value* (sig. 2-tailed) $(0.004) < 0.05$.

Kata Kunci: *Numbered Heads Technique, Speaking, Anxiety*

1. INTRODUCTION

The focus of English as an English as a Foreign Language instruction has moved from the narrow concern for developing learners' linguistic competence to the need for dealing with and enhancing the level of communicative competence (Azarfam, 2012: 154). It means that speaking skill has to be improved to get the goal of communicative competence.

The common difficulties of English are learners who do not know meaning of words and learners' confidence to speak English. Commonly, learners feel anxious and shy because they are afraid if they make wrong or incorrect pronunciation. Wichadee and Suwantarathip (2010: 51) state that anxiety in the classroom is considered a negative factor that lessens the learner's proficiency due to the fact that under the anxious situation, it's difficult to think clearly. It means that when learners are under anxious condition, they can not think and concentrate clearly.

Based on preliminary research for the first step in exploring the phenomena, it is important for gaining the depth information about how teachers taught and assess of speaking skill. Teachers and students have studied speaking skill as stated in syllabus of the 8 grade. They have practiced to explore the students' capacity in speaking skill. To know the impact of teachers' teaching in speaking skill, the teachers used test, this was also to know the students ability in absorbing material from the teachers.

The teachers said that students had to tend forward when students had practiced for speaking skill. The students were not confidence because they felt anxiety and shy. They thought if they got mistakes they would be laughed by their friends. It means that the students have to give more supports and explanations to build their confidence.

According to Kearney (2005: 110-114), "There are six ways to reduce social anxiety for youth namely, psycho education (education about anxiety), self-monitoring (monitoring individual), somatic control exercises (medical therapy), cognitive therapy (measuring cognitive proses about anxiety), social skill and assertiveness training (group or peer collaboration practices), exposure-based practices (practicing the psycho education through simulation). It can be concluded that group or pair performance which is included to social skill and assertive training can reduces youth anxiety.

The benefit of Cooperative Learning also reduces anxiety when the students practice in front of the class. Zhang (2010: 82), "Individuals have the opportunity to

rehearse their answers before being asked to offer them in front of the whole class so their anxiety and fear of failure may reduce.” It means that Cooperative Learning build students’ confidence to come forward. They can rehearse together with their friends and relax with the study of speaking skill. To build the confidence of students, the teachers should use appropriately technique that is relevant to the material.

Based on the research background above, the problems of the research are (1) whether or not there are different scores between students taught by using Numbered Heads and students taught using direct method, (2) whether or not Numbered Heads Technique reduces students’ anxiety, (3) whether or not there is any correlation between speaking skill and students’ anxiety.

In line with the problem statements above, the objectives of the research are (1) to find out whether students of 8 grade taught by using Numbered Heads Technique get better score on speaking skill, (2) to find out whether Numbered Heads Technique reduces students’ anxiety of 8 grade in speaking English, (3) to find out whether there is any correlation between speaking skill and students’ anxiety.

This research has several previous studies that support this research. Hsu (2012), conducted research focused on anxiety in different gender and public speaking. The relationship between PSA (Public Speaking Anxiety) and gender differences of the audience was significant. Purnomo (2012), conducted research focused on NHT and reading comprehension. The result showed that NHT technique was effective in enhancing the students’ participation, especially in raising their hands competitively to answer the questions during the answer-checking session. Vahid and Khasani (2011), conducted research focused on students’ anxiety and speaking. The results of the Pearson correlational analysis indicated that English achievement was modestly correlated with all four anxiety variables of the four types of anxiety, English Classroom anxiety had the highest correlational value. Verawati (2016), conducted research focused on speaking skill and numbered heads together. The results from the research showed that the NHT technique gave better results in improving the students’ speaking skills, in sharing information and in delivering ideas.

Sahardin, et. all (2015), conducted research focused on NHT and reading comprehension. Cooperative learning using the NHT technique can improve the reading comprehension skills of middle school students. Maman and Rajab (2016), conducted research focused on NHT and reading comprehension. The result showed that NHT could improve students’ reading comprehension skill. Fung and Min (2016),

conducted research focused on speaking skill. The findings reveal that the board game is a useful tool to engage learners' participation in class and to enhance the speaking ability of low-proficiency ESL learners. Castro and Guillen (2013) conducted research focused on anxiety in undergraduate Spanish students. The result showed that there was correlation between anxiety and English ability. Makewa, Role, and Tuguta (2013), conducted research focused on speaking and students' attitude in classroom. The findings indicated a significant positive correlation between perceived English proficiency and attitude toward the English language, classroom activities, teacher motivation, and classroom environment. Salehi and Marefat (2014), conducted research focused on students' anxiety and class activities. The correlation analyses indicated a strong positive relationship between foreign language anxiety and test anxiety.

Fauziati (2015: 101) stated that the goal of teaching speaking skill is communicative efficiency. It means that the speaker can use utterances correctly based on pronunciation, grammar, or vocabulary and can minimize mistake in utterances. There are five types of speaking, namely Imitative, Intensive, Responsive, Interactive, and Extensive (Brown, 2004: 141-142). Based on the theory, invitation as the material for teaching speaking is included responsive type of speaking.

As stated by Fauziati (2015: 101), "The goal of teaching speaking skill is communicative efficiency", it is better for students to learn using communicative approach. According to Espinel and Canaria (2010: 32), "The Communicative approach has been considered by many teachers useful to foster classroom interaction, it can allow students to increase acquisition of knowledge as well as language proficiency and self-esteem". It means that communicative approach has been considered for long time to support learners' proficiency and self-esteem.

Communicative approach consists of six methods, they are Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Cooperative Language Learning (Coop. LL), Competency-Based Language Teaching (CBLT), Content-Based Instruction (CBI), and Genre-Based Approach (GBA) (Fauziati, 2014: 93). This study used Cooperative Language Learning to teach speaking skill.

The method that is used in this study is Cooperative Language Learning because it relates to communicative approach which is teaching not only grammar competence but also social competence including interact with others. There are many

kinds of methods in language teaching for communicative approach. This study will focus on Cooperative Language Learning method in teaching speaking skill.

The cooperative language learning techniques are divided into seven (Fauziati, 2014: 115-116). They are NHT (Numbered Heads Together), STAD (Student Teams Achievement Divisions), Jigsaw, Three-Steps Interview, Roundtable, Think-Pair Share, and Solve-Pair Share. This study used numbered heads technique to teach speaking skill. This technique has several advantages, it is giving social interaction among students, high achievers share their answer with those with lower students, positive interdependence is built. Thus, it motivates each other's learning (Fauziati, 2014: 115). Fauziati (2014: 115) states that there are steps in conducting numbered heads together, they are as follows: (1) Students number off within teams or group. If students in a group of four, every student will be 1, 2, 3, and 4. (2) The teacher asks a question, usually a high consensus question. (3) Students put their heads together to make sure everyone on the team know the answer. (4) The teacher calls a number (from one to four) and only students with that number can raise their hands if they know the answer, as in traditional classroom.

The scoring based on TSE (Test of Spoken English) scoring scale. The best score is 60 and the lowest score is 20. The scores were given by using TSE criteria for speaking assessment. Based on TSE scoring scale, it can be concluded that there are several points that are scored in speaking skill. The indicators are: fluency, complexity, grammar, vocabulary, and pronunciation.

Horwitz et al. (1986: 128) conceptualize foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This means that anxiety is the impact of disbalancing among self-perception, beliefs, feeling, and behavior.

There are several types of anxiety according to Larsen and Buss (2010: 279), they are (1) Objective Anxiety, (2) Neurotic Anxiety, (3) Moral Anxiety. Based on the theory, the indicators of anxiety can be written as (1) Unsupporting condition, (2) The people are dislike about the condition, (3) Anxious about language, (4) Feeling failed about something, (5) Anxious about something become real.

2. RESEARCH METHOD

This study used Quasi-Experimental research design. The steps of the research were trying out instruments, pre-test, treatment, and post-test. The population was 8 grade students of SMP Muhammadiyah 10 Surakarta in the Academic Years 2016/2017. The sample of the research was 8B (Treatment Class) and 8C (Control Class). The research data were counted by using ANOVA (to know the homogeneity of the data) (Ghozali, 2005: 147), Pearson Correlation (to know the validity and correlation of the data) (Sugiyono, 2014: 228), Kolmogorov-Smirnov (to know the normality of the data) (Ghozali, 2002: 36), Alfa-Cronbach (to know the reliability of the data) (Sugiyono, 2003: 274), and T-Test (to know the significant difference of data) (Sugiyono, 2014: 96).

The instruments of research were test and questionnaire. The steps of analyzing data were normality data (try out and research data) and reliability data (try out data), homogeneity data (try out and research data), the significant difference (T-Test) (research data), and correlation (research data).

3. RESULT AND DISCUSSION

This part presents data description and data analysis and discussion of the result of research.

3.1 Data Description and Data Analysis

The first, the data of research are presented in the form of table, histogram, and description. Then the data are analyzed by using guided analysis in the research method.

3.1.1 The Different Scores of Students Who Are Taught by Numbered Heads (NHT) and Students Who Are Taught by Using Direct Method.

3.1.1.1 Data Description

The results of treatment class (8B) were normality of data has to be defined because to know that the data were distributed normal in the experiment class. The normality data is counted by using Kolmogorov-Smirnov. Based on the calculation the speaking scores were distributed normal because $Z_{(kolmogorov-smirnov)} (1.028) < Z_{table} (1.960)$ for pre-test and for post-test $Z_{(kolmogorov-smirnov)} (1.359) < Z_{table} (1.960)$ with degree of freedom 0.05. $P (sig.2-tailed) was (0.050) \geq 0.05$ for post-test and $P (sig.2-$

tailed) (0.242) > 0.05. The data were also homogen because P (sig.2-tailed) (0.754) > 0.05. F_{account} was (3.506) < F_{table} (4.091).

The data of speaking test of control (8C) test was homogen because p (value) (0.802) > 0.05, but F_{account} (5.523) > F_{table} (4.030) it means that the data was homogen but there was significant difference among the sample. The data were normal because $Z_{\text{(kolmogorov-smirnov)}}$ (1.818) < Z_{table} (1.960) for pre-test and for post-test $Z_{\text{(kolmogorov-smirnov)}}$ (2.239) > Z_{table} (0.08) (24) (2.326) with degree of freedom 0.02.

Table 3.1 The Scores of Speaking Test of 8B and 8C
(Pre-Test and Post-Test)

Statistics					
		Speaking Score 8B Pre-Test	Speaking Score 8B Post-Test	Speaking Score 8C Pre-Test	Speaking Score 8C Post-Test
N	Valid	20	19	26	24
	Missing	6	7	0	2
Mean		28.50	35.26	24.62	32.08
Median		30.00	40.00	20.00	30.00
Mode		30	40	20	30
Std. Deviation		7.452	5.130	5.084	4.149
Minimum		20	30	20	30
Maximum		40	40	30	40
Sum		570	670	640	770

The histogram of the speaking scores can be seen in the figure 3.1 – figure 3.4.

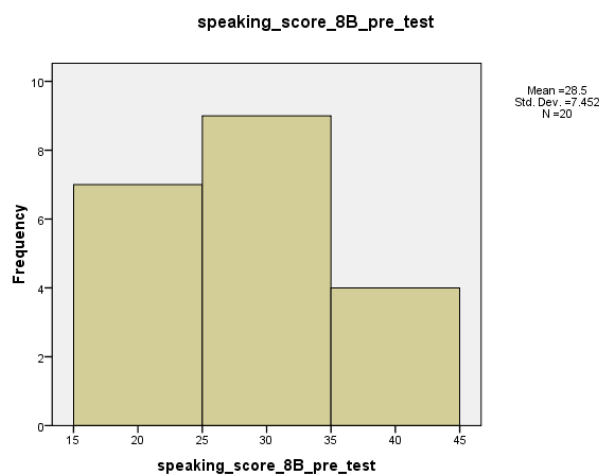


Figure 3.1 The Histogram of Speaking Scores of 8B Pre-Test

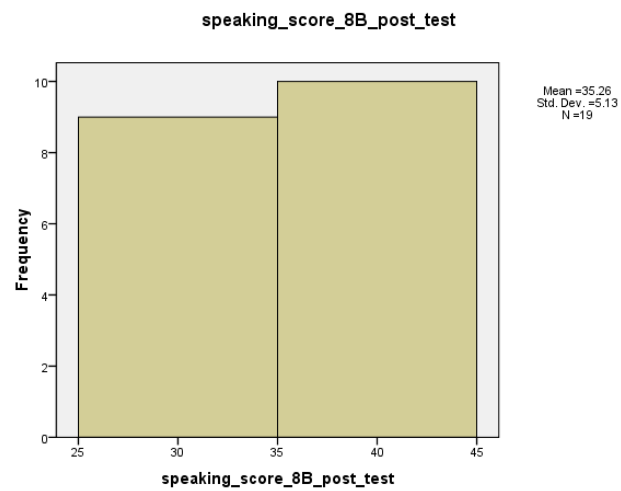


Figure 3.2 The Histogram of Speaking Scores of 8B Post-Test

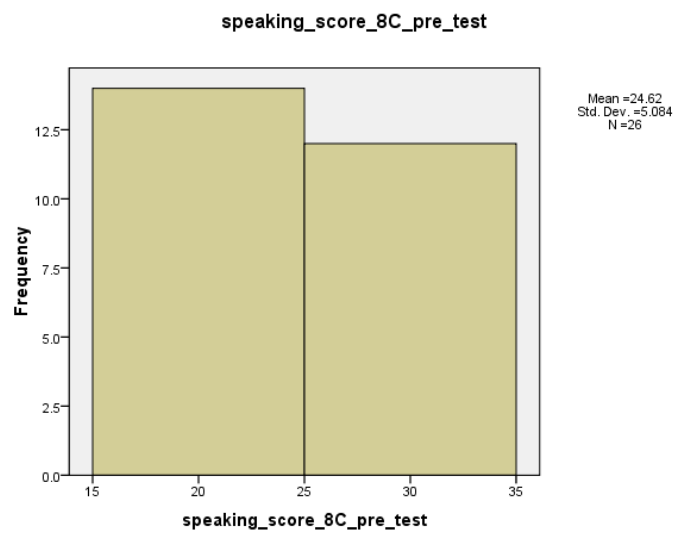


Figure 3.3 The Histogram of Speaking Scores of 8C Pre-Test

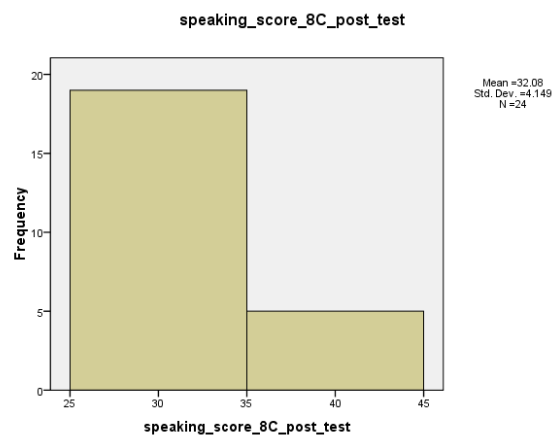


Figure 3.4 The Histogram of Speaking Scores of 8C Post-Test

3.1.1.2 Data Analysis

The result of t-test shows that there is significant difference between 8B and 8C for pre-test result. The sig, 2-tailed was $(0.041) < 0.05$. The data have $t_{\text{account}} (2,101) > t_{\text{table}} (0.025) (2.0153)$. Those mean that the data are significant difference between treatment class (8B) and control class (8C).

Based on the calculation of t-test, $t_{\text{account}} (2.703) > t_{\text{table}} (2.535)$ with confident level 0.99. The sig.2-tailed was $(0,014) < 0.05$. Those mean that there is significant difference with confidence level 0.99.

The calculation of significant level, there is significant difference because the sig. 2-tailed $(0.030) < 0.05$. The t_{account} was $(2.249) > t_{\text{table}} (2.02)$ with degree of freedom 41. It can be concluded that there is significant difference between post-test result of 8B and 8C.

3.1.2 The Numbered Heads Technique Reduces Students' Anxiety of 8 Grade Students of SMP Muhammadiyah 10 Surakarta in the Academic Years 2016/2017.

3.1.2.1 Data Description

The data of pre-test were normal because $Z_{\text{(kolmogorov smirnov)}} (0.696) < Z_{\text{table}} (1.960)$. The data of students having low anxiety are presented below. The post-test data were normal with $Z_{\text{(kolmogorov smirnov)}} (0.606) < Z_{\text{table}} (1.960)$. The data of pre-test and post-test were also homogen because $F_{\text{account}} (6.392) < F_{\text{table}} (8.020)$ and the p-value $(0.02) < 0.05$.

The data of pre-test and post-test were homogen because $F_{\text{account}} (0.751) < F_{\text{table}} (4.600)$. The data were normal because $Z_{\text{(kolmogorov smirnov)}} (0.866) < Z_{\text{table}} (1.960)$ for pre-test and $Z_{\text{(kolmogorov smirnov)}} < Z_{\text{table}} (1.960)$.

Table 3.2 The Result of Pre-Test and Post-Test Students' Anxiety

Statistics					
		Low Anxiety Pre-Test	Low Anxiety Post-Test	High Anxiety Pre-Test	High Anxiety Post-Test
N	Valid	9	14	11	5
	Missing	5	0	3	9

	Low Anxiety Pre-Test	Low Anxiety Post-Test	High Anxiety Pre-Test	High Anxiety Post-Test
Mean	19.33	22.07	27.18	28.20
Median	21.00	22.00	27.00	28.00
Mode	17 ^a	22	27	26
Std. Deviation	3.640	1.492	2.136	2.280
Minimum	12	20	25	26
Maximum	23	25	32	31
Sum	174	309	299	141
a. Multiple modes exist. The smallest value is shown				

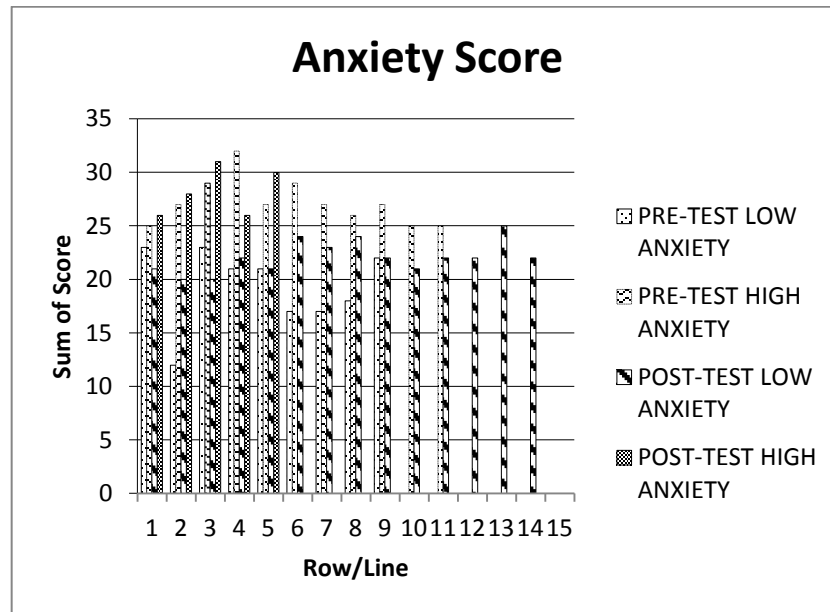


Figure 3.5 The Result of Students' Low and High Anxiety
For Pre-Test and Post-Test

3.1.2.2 Data Analysis

The significant difference can be seen from the result of t-test. The result of t-test was $t_{\text{account}} (1.611) > t_{\text{table } (0.90)} (1.397)$ with degree of freedom 8 for low anxiety students. The result for high anxiety students was $t_{\text{account}} (1.023) > t_{\text{table } (0.80)} (0.941)$ with degree of freedom 4. It can be concluded that there is significant difference between students who have low anxiety and students have high anxiety.

3.1.3 The Correlation between Speaking Skill and Students' Anxiety of 8 Grade Students of SMP Muhammadiyah 10 Surakarta in the Academic Years 2016/2017.

3.1.3.1 Data Description

The data of speaking scores and anxiety were homogen because sig.(2-tailed) (0.106) > 0.05. The data were also normal because $Z_{(kolmogorov\ smirnov)} (1.359) < Z_{table} (1.960)$.

Table 3.3 The Result of Anxiety and Speaking

Statistics			
		Speaking	Anxiety
N	Valid	20	20
	Missing	0	0
		Speaking	Anxiety
Mean		33.50	22.50
Median		35.00	22.00
Mode		40	22
Std. Deviation		9.333	6.160
Minimum		0	0
Maximum		40	31
Sum		670	450

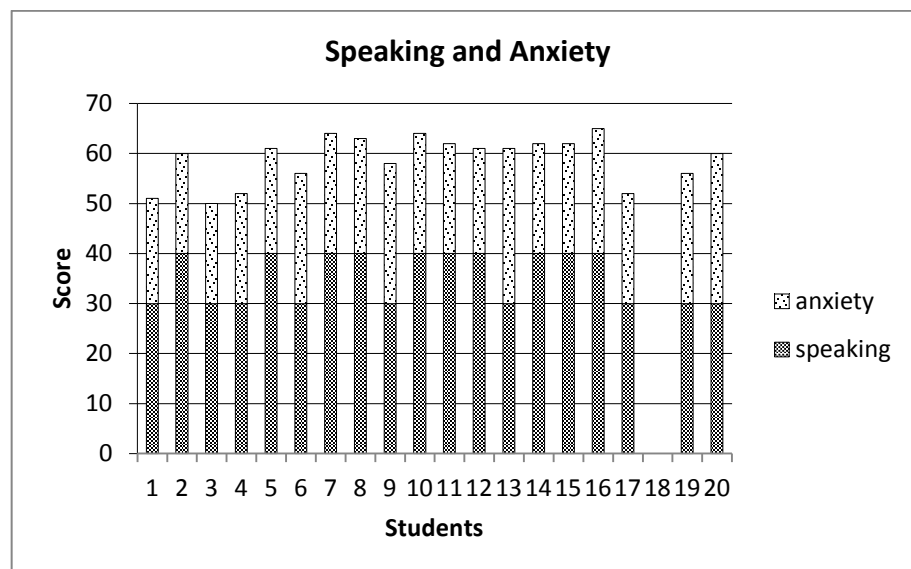


Figure 3.6 The Histogram of Speaking Score and Students' Anxiety

3.1.3.2 Data Analysis

The results show that sig. (2-tailed) < 0.05 means there is correlation between speaking and anxiety. The correlation is significant at the level of 0.01/1%. The Pearson Correlation shows that 0.609 which means strong correlation based on level

of significant by Sugiyono (2013: 231). These can be concluded that between speaking and anxiety having significant correlation.

3.2 Discussion

This research is an effort to know the effect of Numbered Heads Technique on students' speaking skill at 8 grade students of junior high school. The discussions of the findings are as follow:

3.2.1 The Different Scores of Students Who Are Taught by Numbered Heads (NHT) and Students Who Are Taught by Using Direct Method.

Speaking is important in learning English because one of communication aspects is speaking, to make others know what the speaker wants, to deliver message, etc. The Numbered Heads Technique is one of Communicative Approach in learning English for speaking. It makes students work together to reach same purpose, they can share each others to make their friends understand, the technique makes students enjoy their learning process.

The students of control class were taught by using Direct Method. The students were asked to pay attention when teacher explained and then practiced it in front of class. It made the students who could not pay attention for long time would loose their concentration. By using Numbered Heads for treatment class, students can refresh for a while to take a rest and play games in group.

The result of t-test shows that $t_{\text{account}} (2.249) > t_{\text{table}} (2.020)$ and sig (2-tailed) $(0.030) < 0.05$ with degree of freedom 41. The mean of pre-test is 28.50 for 8B and 24.62 for 8C. The mean of post test for 8B is 35.26 and 8C is 32.08. It means that there is improvement of 8B as treatment class for speaking score. It can be concluded that teaching speaking at 8 grade students by using Numbered Heads is effective than Direct method.

The result of the research has same research result with the previous study. Purnomo (2012), Sahardin, et. all (2015), Nuruddin and Artini (2013), Fung and Min (2016), and Miaz (2015). The Numbered Heads Together can improve students' speaking skill. The advantages of NHT can make students enjoyable and workable to do speaking performance in front

of class. They can work and teach each other to make their friends understand about the matery.

3.2.2 The Numbered Heads Reduces Students' Anxiety of 8 Grade Students of SMP Muhammadiyah 10 Surakarta in the Academic Years 2016/2017.

Students' anxiety is one of important factor that becomes obstacle of learning English. The students' anxiety of pre-test is high 11 students and low anxiety 9 students. There is 15 students low anxiety and 5 students low anxiety for post-test. When the treatment was conducted, the students of 8B were interested in the technique.

The result of t-test shows that $t_{\text{account}} (1.611) > t_{\text{table } (0.90)} (1.397)$ with degree of freedom 8 for low anxiety. The other result is $t_{\text{account}} (1.023) > t_{\text{table } (0.80)} (0.941)$ with freedom degree 4. That means there is significant difference anxiety between students who have low anxiety and high anxiety. It can be concluded that the treatment influences students' anxiety.

The result of this research has same result from previous study, Duxbury and Tsai (2010), Wichadee and Suwantharapit (2010). It can be concluded that the the class activities has positive correlation to the anxiety. It implies that the Numbered Heads Technique as the class technique in speaking skill can also reduce anxiety due to the atmosphere of the technique can be held in the class.

3.2.3 The Correlation between Speaking Skill and Students' Anxiety of 8 Grade Students of SMP Muhammadiyah 10 Surakarta In The Academic Years 2016/2017.

Anxiety of students influences to speaking skill of the students. Speaking can be influenced or not because the students have low or high anxiety. The relation between anxiety and speaking influence each others. It means that between speaking and anxiety have correlation each others.

The Pearson correlation shows that $\text{sig. (2-tailed)} < 0.05$. It means there is correlation and $r_{(Y_1Y_2)} = 0.609$, that means there is strong correlation between speaking and anxiety. The mean of speaking score for post-test is 33.50 and the mean of anxiety for post-test is 22.50. It can be concluded that there is strong correlation between anxiety and speaking.

The same result of previous studies are Castro and Guillen (2013), Vahid and Kashani (2011). It can be concluded that speaking and anxiety have correlation each other. The previous studies had stated the correlation between them, and the present research also found the correlation between them.

4. CONCLUSION

Based on the findings and discussion, there are three general conclusion of this study. The first, The sig.(2-tailed) for pre-test between 8B and 8C was $0.041 < 0.05$, it means that there is significant difference. The sig. (2-tailed) for post-test 8B and 8C was $0.030 < 0.05$, it means that there is significant difference. The value of 8B pre-test and post-test was $0.014 < 0.05$, it means that there is significant difference between pre-test and post-test for 8B. So, it can be concluded that Numbered Heads technique influences speaking skill of 8B.

The second is Numbered Heads technique reduces students' anxiety. Based on the research findings and discussion, the $t_{\text{account}} (1.611) > t_{\text{table } (0.90)} (1.397)$ with degree of freedom 8 for low anxiety students. The result for high anxiety students is $t_{\text{account}} (1.023) > t_{\text{table } (0.80)} (0.941)$ with degree of freedom 4. It can be concluded that there is significant difference between students have low anxiety and students have high anxiety.

The third is correlation between speaking skill and anxiety. The value p value Pearson Correlation is $0.004 < 0.05$, it means that there is correlation between speaking skill and anxiety. The category of correlation is strong because the value of correlation is 0.609.

Based on the conclusion above, it can be concluded that NHT is suggested to teach speaking skill on responsive speaking type. The teachers have to manage the teaching-learning atmosphere well because it influences students' achievement. Speaking skill has relation with students' anxiety, however students' anxiety has to be reduced to get better achievement.

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